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**CONSOLIDATED
HIGH SCHOOL
DISTRICT 230**

a commitment to excellence in education

February 9, 1993

Dear Students and Parents:

The time has come to make the final selection of students who will attend the New Learning Center in District 230. The enclosed card contains the information necessary for us to make that selection. Let me briefly describe the process:

1. We are seeking 100 students from District 230.
2. Only those students who volunteer will be considered.
3. Since we are seeking students of all performance levels, we will group students according to the classes they have chosen in their home schools.
4. From each of these groups, we will randomly select the number of students necessary to get a cross-section of the school district.
5. This selection will take place on March 1.
6. All students who apply for the New Learning Center will be notified in writing as soon as possible after the selection date.

If you want to be considered for the New Learning Center, please complete the enclosed card. You may return the card to District 230 by simply stamping the card and mailing it, or by giving it to a staff member on the night of any of the information meetings. When we have received your card, we will notify you by mail that it has been received. All application cards must be in our office before March 1.

As you recall from previous mailings, the general information meetings concerning the New Learning Center will be from 7:30 p.m. to 9:30 p.m. on February 17 at Stagg High School; and on February 18 at Andrew High School. The meeting on February 23 is at Sandburg High School and will be a small group format. All meetings will be held in the media centers. If you plan to attend the February 23 meeting, please phone Betty Kososki at 349-5761 to reserve a place.

Thank you for your time and consideration. If you have questions or concerns, please feel free to phone me at 349-5760.

Sincerely,

Timothy F. Brown

CURRICULUM

English*

World History*

Algebra, or Geometry*

Physical Science*

French

Keyboarding**

Physical Education***

*Courses may be taken for honors credit

**May be offered zero hour

***Will be offered at the home school

Co-curricular activities, including sports, will be offered through the home school.

NEW LEARNING CENTER

Recommended Staff

Mary Gormley	Social Studies
Mary Anne Hiller	English
Jeff Janes	Mathematics
Linda Lavery	Learning Disabilities Lead Teacher
Darrell Walery	Science
Cindy Worell	French Counselor

SIMILARITIES (Draft)

Content of the curriculum

Textbooks and materials

Cost of programs

Graduation requirements

Transcripts (except for class rank)

Availability of co-curricular programs

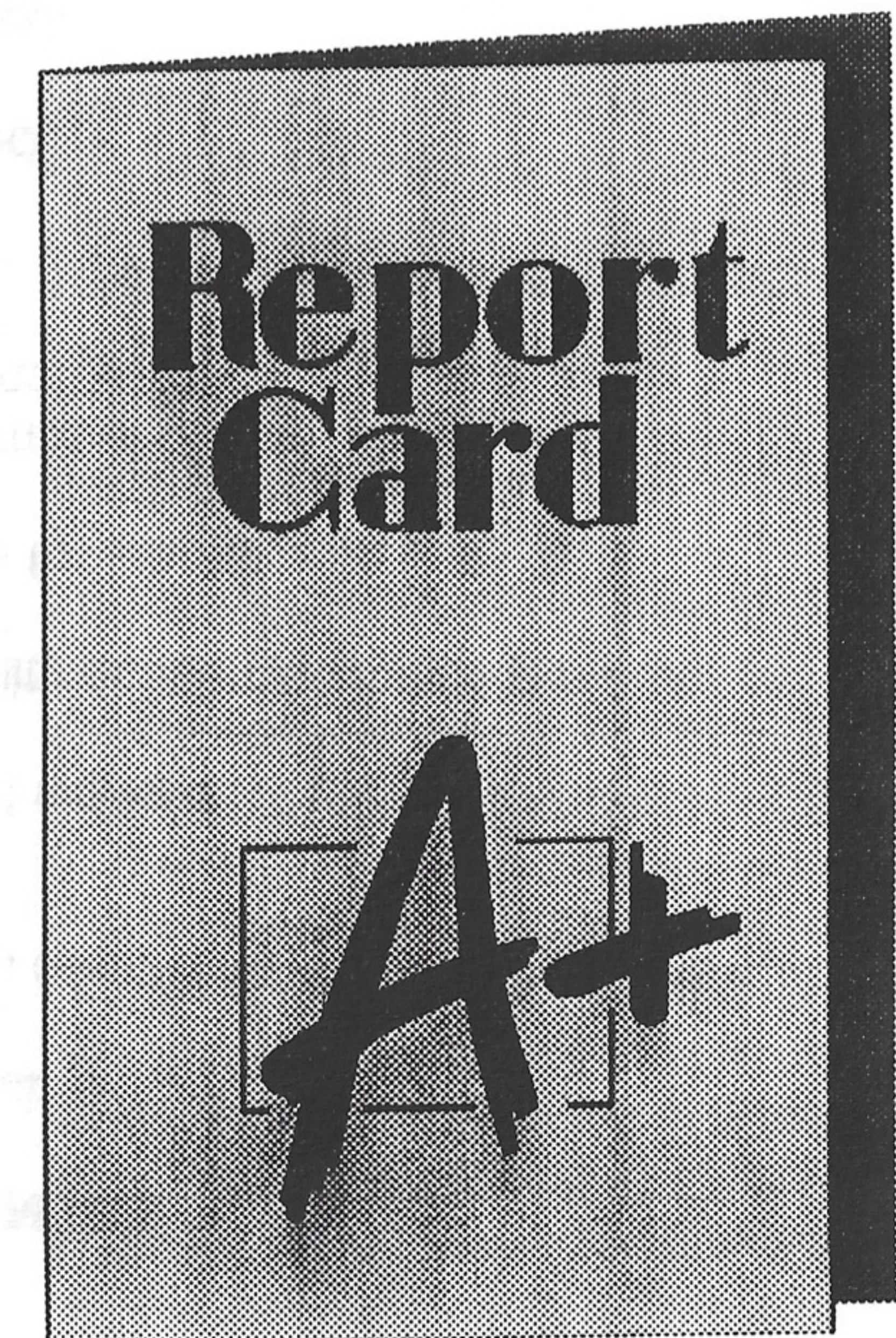
Standardized testing program

College admissions tests

College admissions process

Bus transportation

Quality of teaching



DIFFERENCES (Draft)

COMPREHENSIVE HIGH SCHOOL

Grade of "D" is acceptable work for credit.

Honors Point based on content of class.

Teacher is worker.

Student is product.

Teacher is responsible for student learning.

All students enroll in 5 academic classes plus PE.

All students are ranked in class.

Many electives available to students.

Passive learning available.

Master Schedule dictates allocation of time.

Master Schedule dictates groups of students.

Learning environment controlled by structure of the school.

Most teachers plan in isolation.

Individual teachers assigned to one small group of students.

NEW LEARNING CENTER

Grade of "B" is acceptable work for credit.

Honors point based on complexity and quality of work completed, "A+."

Teacher is manager of workers.

Student is worker/quality academic work is product.

Student is responsible for learning.

Students spend the amount of time it takes to do quality work in each area of instruction.

No class rank.

Electives will be limited.

Active learning required.

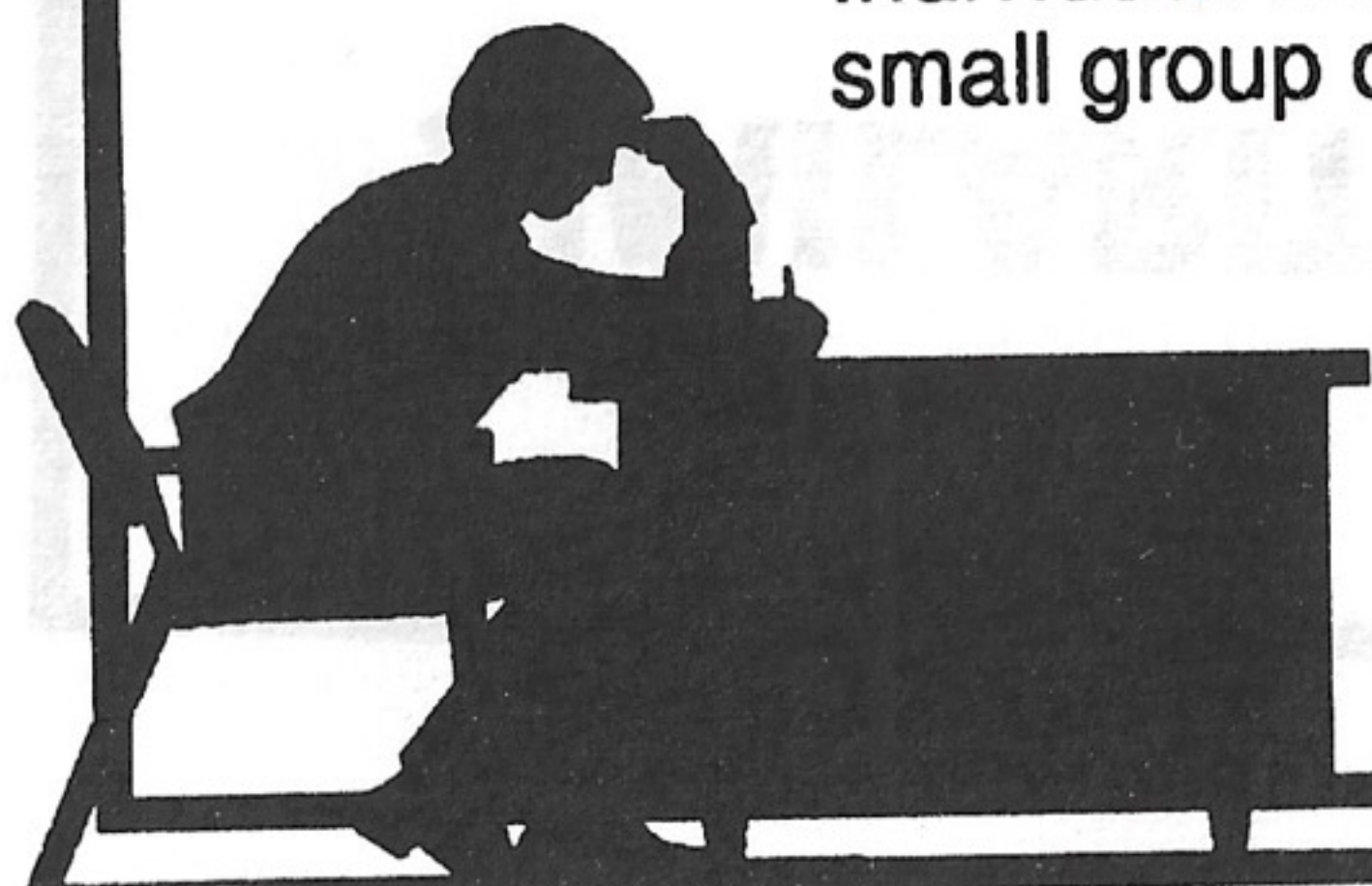
Student needs dictate control of time.

Student needs dictate control of student groups.

Learning environment controlled by student needs.

Teachers plan in teams.

Teams of teachers arrange the learning environment for a large group of students.



A Proposal New Learning Center for District 230

Introduction

In June of 1992, The Board of Education of District 230 received a document entitled, "New Learning Center Pre-planning Proposal." The purpose of this document was to present the Board of Education with a rationale and a structure for planning to be pursued during the first semester of the 1992-93 School Year. Contained in that document was a timeline for planning that targeted August, 1993 for opening a new learning center for District 230. With very few exceptions, that timeline has been followed. At this time, the New Learning Center Planning Team is prepared to present a formal proposal for consideration by the entire District 230 Community.

It is important to note that this proposal is being prepared for scrutiny and consideration by the entire community of District 230. Without the involvement of the wider community, this program will not achieve its intended goals. Indeed, the rationale for this learning center, and the goals for which it is intended have not changed in the course of planning:

1. It will be the backbone of staff development in the district.
2. It may stimulate restructuring within the three high schools of District 230.
3. It will provide a significantly different alternative to the traditional school for students and parents.

The involvement of all populations of this school community has been extensive. The level and complexity of input that has been thoughtfully considered is unprecedented. This proposal truly represents the thoughts and dreams of an entire community.

It is important to recognize, however, that the community support for this proposal is far from unanimous. Thoughtful, well-intentioned, intelligent, members of this complex community, parents, teachers, and others, have legitimate concerns about the wisdom of this venture. Many do not see the need for such activity in a school district as successful as District 230. Others simply do not want their own students involved in a program less diverse than the traditional comprehensive high school. Still others are

concerned about the costs of initiating a program separate from the three existing high schools. In addition, there were those professionals who took offense at the vocabulary used in early discussion of the project. Such terms as quality school, reality therapy, and control theory clearly caused more confusion than clarification. While these concerns have been heard and addressed, the planning committee recognizes that legitimate differences of opinion are appropriate and welcome. Just as no one will ever be coerced into attending or teaching in an environment such as we envision, no one should be denied that opportunity if it can be made available.

Process

The process of planning a new learning center officially began with the presentation of the pre-planning proposal to the Board of Education. While this presentation did not require action by the Board, it was an official beginning to the work that the planning committee intended to complete. In August, 1992, 48 professional staff members participated in the first Intensive Week of Training in Control Theory/Reality Therapy. This training is the theoretical foundation upon which the new learning center would be constructed.

The next major step, was presenting the planning proposal to the District 230 Strategic Planning Committee. This presentation challenged the New Learning Center Planning Committee as well as the Strategic Planning Committee, because it caused the strategic planning process to bend to accommodate an alternative approach to change. The Strategic Planning Committee responded to this challenge by recommending that some new members be added to the New Learning Center Planning Committee. Also, the New Learning Center was added as a new strategy to the newly updated District 230 Strategic Plan.

Immediately, five new members were added to the New Learning Center Planning Committee. While these new members had not participated in the summer training, they were incorporated as full partners into the planning process.

Monthly meetings were held with the planning committee and major dimensions of the new program took shape. It soon became apparent that additional input from populations outside the committee would be critical for the success of any new venture. Therefore, building meetings were held in each of the three schools to discuss the new learning center proposal and to address questions posed by the professional staff. Also,

community meetings, designed to solicit input from parents and community members were scheduled in each of the three high schools. Finally, on November 24, all eighth grade students in District 230 were invited to a meeting at the Orland Park Civic Center to ask questions and to give input into the planning of a new learning center. Substantive changes in the original plan were made as a result of these meetings.

We believe the following recommendations describe a program that is consistent with the three initial goals and that addresses the concerns and wishes of the community.

Recommendations

It is the recommendation of the New Learning Center Planning Committee that:

1. A new learning center for District 230 be opened in August of 1993 with approximately 100 students from throughout the district.
2. A formula be used to insure that students enrolled in the new learning center be a heterogeneous mix representing the district student population.
3. Only those students who asked to be considered as students in the new learning center be selected.
4. All incoming freshman students be enrolled in existing District 230 schools prior choosing a new learning center option.
5. Selection of students for a new learning center take place prior to March 1, 1993.
6. Only teachers who volunteer to teach in a new learning center teach there.
7. Selection of teachers for a new learning center take place prior to March 1, 1993.
8. Teachers who practice in the new learning center have completed at least two intensive weeks of training in Control Theory/Reality Therapy and Brown Book Training in Cooperative Learning.

9. The student/teacher ratio for a new learning center be 18.5 to 1.
10. Freshmen students receive credit in the following courses which are currently extant in the District 230 curriculum:
 - English.....1 credit
 - Social Studies.....1 credit
 - Algebra, or Geometry.....1 credit
 - Physical Science.....1 credit
 - *Foreign Language.....1 credit(optional)
 - Physical Education.....0.25 credit (at home school)
 - Keyboarding.....0.50 credit/audit (optional)

*Foreign Language(s) will be determined by 3/1/93

(Attachment A) Tentative 4 year plan is attached.
11. Students earn credit when their work is at an A or B level.
12. Students who choose to do work that is more complex and of sufficient quality to earn an honors point be awarded honors credit in courses where honors credit exists in the District 230 curriculum.
13. Students return to their home schools for the seventh period of the day to participate in physical education.
14. Students be involved in co-curricular activities at their home schools.
15. Zero hour be available for learning such skills as keyboarding as an option for students and teachers.
16. A typical school day for students begin at 8:15 a.m. and conclude at the home school at 3:10 p.m. (Attachment B)
17. A typical school day for teachers begin at 8:00 a.m. and conclude at 3:20 (Attachment C)
18. Appropriate space be rented to house a new learning center.
19. The necessary modifications be made to the rented space to accommodate the needs of a new learning center.
20. A library connection be made with the three existing District

230 media centers to accommodate the needs of students and staff in the new learning center.

21. An operating budget be adopted for the new learning center which will be consistent with funds expended to educate students in the three existing District 230 Schools.
22. Graduation requirements be exactly the same as the rest of District 230.
23. Student progress be communicated with parents at least as frequently as in the rest of District 230.
24. Appropriate aspects of a new learning center be addressed in the process of negotiating the Teacher's Contract.
25. An evaluation team consisting of teachers outside the new learning center as well as within the new learning center be formed to assess the strengths and weaknesses of the program and report their findings to the Superintendent of Schools. This process should begin on the second year after the new learning center is opened.

January 7, 1993

FOUR YEAR CURRICULUM

Attachment A

FRESHMEN	SOPHOMORE	JUNIOR	SENIOR
Math	Math	Math	Math
Algebra	Interdisciplinary Geometry	Advanced Algebra	Trig./Analyt
Geometry	Advanced Algebra	Trig./Analyt	Calculus
English	English	English	English
Social Studies	Government/Consumer Ed.	U. S. History	Sr. Project
Physical Science	Biology	Chemistry*	Physics*
Foreign Language	Foreign Language	Foreign Language*	Foreign Language*
Physical Education	Physical Education/Health	Physical Education	Physical Education
Keyboarding	Driver Education		
*May be replaced by other elective courses at home school.			

NEW LEARNING CENTER STUDENT DAY

A.	7:15 - 8:15	8:15 - 10:15	10:15 - 10:45	10:45 - 11:45	11:45 - 1:45	1:45	2:15
<u>25 Students</u>							
	Keyboarding	English/ Social Studies	Lunch	Foreign Lang.	Math (Algebra) Science	Travel	P.E. at Home School
B.	7:15 - 8:15	8:15 - 10:15	10:15 - 10:45	10:45 - 11:45	11:45 - 1:45	1:45	2:15
<u>25 Students</u>							
		English/ Social Studies	Lunch	Math/Science Resource	Math (Algebra) Science	Travel	P.E. at Home School
C.	7:15 - 8:15	8:15 - 10:15	10:15 - 10:45	10:45 - 12:45	12:45 - 1:45	1:45	2:15
<u>25 Students</u>							
		Math (Geometry) Science	Lunch	English/ Social Studies	Foreign Lang.	Travel	P.E. at Home School
D.	7:15 - 8:15	8:15 - 10:15	10:15 - 10:45	10:45 - 12:45	12:45 - 1:45	1:45	2:15
<u>25 Students</u>							
		Math (Geometry) Science	Lunch	English/ Social Studies	English/ Social Studies Resource	Travel	P.E. at Home School

NEW LEARNING CENTER TEACHERS' SCHOOL DAY

TEACHERS 1 & 2	8:15 - 10:15	10:15 - 10:45	10:45 - 11:45	11:45 - 1:45	1:45
(Math & Science) FTE 2.0	Math(Geometry) Science	Lunch	Math/Science Resource	Math (Algebra) Science	Plan
TEACHER 3	1st Class in Another School	10:45 - 11:45	11:45 - 12:45	12:45 - 1:45	1:45
(Foreign Lang.) FTE .6		Foreign Lang.	Resource	Foreign Lang.	Plan
TEACHERS 4 & 5	8:15 - 10:15	10:15 - 10:45	10:45 - 12:45	12:45 - 1:45	1:45
(English/ Social Studies) FTE 2.0	English/ Social Studies	Lunch	English/ Social Studies	English/ Social Studies Resource	Plan

FTE 4.6

FOUR YEAR CURRICULUM

Freshmen	Sophomore	Junior	Senior
Mathematics Algebra Geometry	Mathematics Geometry Advanced Algebra	Mathematics Advanced Algebra Trigonometry	Mathematics Trigonometry Calculus
English	English	English	English
Social Studies	Government/Economics	U.S. History	Senior Project
Physical Science	Biology	Chemistry	Physics
Foreign Language	Foreign Language	Foreign Language	Foreign Language
Physical Education	Physical Education/Health	Physical Education	Physical Education
Keyboarding	Driver Education		

*Some courses may be replaced by other elective courses at the home school.